

NZQA Approved

Internal Assessment Resource

Health Level 2

This resource supports assessment against Achievement Standard 91237 version 2

Standard title: Take action to enhance an aspect of people’s well-being within the school or wider community

**Credits:** 5

Resource title: Let’s get moving

**Resource reference:** Health 2.3C

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| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | February 2015  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91237-01-9018 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to take comprehensive action to enhance an aspect of people’s well-being in their local community by providing detailed planning that includes actions that are critical for addressing the well-being issue; and by implementing and critically evaluating a workable plan for health promotion focused on providing opportunities for young people in their community to participate in physical activity. This community may be their school/institution or their surrounding area (for example, engaging with a local Primary School, Early Childhood Education Centre, Kohanga Reo or the local marae).

Conditions

Although students will likely work in a small group, each student, individually, needs to document the planning, implementation and evaluation of their health promoting action.

The issue and action plan (parts 1 and 2) should be assessed prior to the implementation. You may want to develop a template using the headings from part 2 for students to use to develop their plan of action.

Resource requirements

The resources that students need to implement their health promotion action will depend on the action chosen. They might include, for example, access to a video and cameras; computer, printing and internet access; community policies, proposals or laws; relevant community members.

Students will need access to their documentation from parts 1, 2 and 3 (issue identification, plan, log and collected evidence) to complete part 4 (evaluation of the outcomes).

Resources A and B are also provided in order to allow students to engage with national and/or local evidence/data to support the identification of the specific well-being issue and development of the SMART goal and action plan.

Additional information

The teacher will regularly view and sign off log entries to monitor progress and enable authentic evidence to be provided.

The concept of hauora is used to explore the inter-related aspects of well-being. In health education, hauora is related to the Te Whare Tapa Wha model:

* taha whānau (social well-being)
* taha hinengaro (mental and emotional well-being)
* taha wairua (spiritual well-being)
* taha tinana (physical well-being)

Further information is available online at: <http://health.tki.org.nz/Teaching-in-HPE/Curriculum-statement/Underlying-concepts/Well-being-hauora>

Students need to work within the established principles of health promotion as adopted by the Health and Physical Education Learning Area. For further reference, see Curriculum in Action: Making Meaning, Making a Difference, Years 11-13, Ministry of Education, Learning Media, 2004. This is available online at: <http://www.tki.org.nz/r/health/cia/make_meaning/index_e.php>

Health Promoting Schools (NZ) provides information to support students working with the established principles of health promotion. This is available online at: <http://hps.tki.org.nz/>

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Student instructions

Introduction

This assessment activity requires you to take action to promote an aspect of people’s well-being in your local community by planning, implementing, and evaluating a plan for health promotion focused on providing opportunities for young people in your community to participate in physical activity.

You are going to be assessed on how you take comprehensive action to enhance an aspect of well-being for young people in your community. You are required to develop a plan that is detailed and includes actions that are critical for addressing the well-being issue, and explanations of these, along with critically evaluating the outcomes for individual and community well-being.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt and achieve success in this standard.

Teacher note: It is expected that the teacher will read the student instructions and modify them if necessary to suit their students.

Task

Working in a small group, plan and use health promotion strategies to take positive action to bring about health-enhancing change in relation to an identified issue related to people’s participation in physical activity in your community.

You will need to document individually the planning, implementation and evaluation of your health promoting action.

Identify the issue

To find out the specific well-being needs of people in your community, you will first need to find information that tells you the nature of the issues related to participation in sport and recreation activities that exist. This will help you to decide on a SMART goal, as well as the specific actions that you will take to achieve your goal. There are two options for this:

* use the information from Resource A (Sport NZ survey findings)
* develop and carry out a survey for a group of young people in your community (see Resource B for guidance).

Describe the specific issue relating to participation in physical activity that your class/group has identified to be the focus for your health-promoting action. Include the following in your description:

* what is the specific issue
* how do you know this is an issue (evidence from Resource A or your own findings - Resource B)
* who in your community is affected
* why is this an important well-being issue for your group to address?

State clearly what the overall SMART (Specific, Measurable, Achievable, Realistic, Timed) goal of your health promotion action will be.

Explain how your planned action could enhance the well-being of people in your community. In your explanation, you could consider:

* short and long term positive effects
* positive effects for personal well-being, relationships between people and your community as a whole
* effects for all/any of the dimensions of hauora and how these effects link to each other.

Develop a detailed, workable plan of action

Develop a plan to enhance well-being in relation to your issue which includes the following aspects and relates to the concept of SMART goal setting. Include:

* actions which are critical for addressing the issue and an explanation why each of these actions is needed (at least five actions)
* description of potential barriers and enablers related to taking each action
* explanation of how the barriers could hinder the plan’s implementation and how the enablers could assist with the plan’s implementation. You should also consider how the barriers could be overcome
* who in the group is responsible for each action and how you will document/measure that you have completed each action
* an appropriate, realistic timeframe for each action (actual dates).

Implement the plan of action

Carry out your planned health promoting action. Keep a log as you carry out your action that details your personal contribution. This will also help you in completing your evaluation. Each entry in your log should document:

* the date of action
* the action taken – including details of your personal contribution
* what happened as a result of the action – can you proceed to the next step as outlined in your plan or are changes needed
* enablers (who/what helped and how)
* barriers (who/what got in the way and how you overcame this)
* other comments: Any thoughts or feelings about the progress; what’s going well/not so well, what are people saying about what you are doing?

Where possible, provide evidence that demonstrates the implementation of your plan of action, for example, surveys, photographs, audio-video recordings, minutes of meetings, posters, written submissions, presentations made to stakeholder group/s, materials developed, public displays, seminars, copy of a letter and reply, stakeholder evaluation.

Evaluate the outcomes of implementing the plan of action

Critically reflect on the outcomes of the implementation of your plan for the promotion of physical activity on the well-being of people in your community. Describe:

* the results of your actions – a summary of what actually happened, and to what extent you achieved your SMART goal
* actions that were successful, and how these actions resulted in a positive effect on people’s well-being as planned
* actions that were not successful, the reasons for this and how this interfered with your ability to achieve positive effects for people’s well-being
* whether the actions impacted on all or only some people and reasons for this
* alternative or additional actions needed to meet the overall goal if this health promotion was continued or repeated, and reasons why these changes would be needed
* what steps should be taken now to build upon the positive impacts for well-being achieved by the actions.

Support your evaluation with specific evidence from your implementation (log entries, letters, photographs, plans, participants’ feedback; other people’s comments, survey findings etc.).

Resources

Resource A

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| Excerpt of findings from Sport NZ publication: Sport and Recreation in the lives of young New Zealanders (2012).  Young people spend less time on organised sport than expected.  Participation in sport and recreation activities:   * is higher for boys than girls in most respects * drops off in the teenage years, particularly for girls * varies with young people’s ethnic backgrounds and, in particular, Asian young people are less engaged in most aspects of sport and recreation than young people overall.   Seven out of ten boys (72.6%) and six out of ten girls (60.3%) said they like playing sport a lot.  Around 99% of boys and girls of all ages had taken part in one or more sport and recreation activities at least once "this year".  Sports that interested both boys and girls of all ages are basketball, football and tennis.  Girls of all ages were interested in netball.  Boys of all ages took part in more sports/activities than girls.  The results confirm Sport New Zealand’s priorities for young people's sport and active recreation, including:   * Providing quality sport experiences for young people and providing guidance for parents, teachers, coaches and other volunteers. * Encouraging the education sector to provide more organised sport and recreation opportunities in schools.   Report available from <http://www.srknowledge.org.nz/research-completed/sport-and-recreation-in-the-lives-of-young-new-zealanders-2/> |

Resource B: Surveying your community

As an alternative to using the New Zealand wide research in Resource A, you may wish to conduct a survey about young people’s participation in sport and recreation in your community to gauge the specific needs of the people in your community.

It is recommended that you keep the survey manageable by limiting the questions, and limiting participation in the survey to no more than 50 respondents.

You will need to collate the results – seek guidance from your teacher for this.

The following are some possible questions you could ask in order to inform your health promotion focus and goal:

* what sorts of things enable you to participate in sport and recreation activities
* what sorts of things prevent you/are barriers to you participating in sport and recreation activities
* what sport and recreation activities do you most enjoy
* how many hours a week do you spend participating in sport or recreation activities
* what sorts of sport and recreation activities do you think we should focus on developing
* what is your age
* are you male or female
* what is your ethnicity?

Assessment schedule: Health 91237 - Let’s get moving

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student takes action to enhance an aspect of people’s well-being within the school or wider community by:   * identifying an issue that affects the well-being of young people within the school or wider community   For example:  The issue is that teenage girls in the school are not provided with opportunities to be active at lunchtime in a way that makes them feel comfortable – this was found out by surveying students about their participation in lunchtime activities. 75% of the girls surveyed said they would participate in activities if a programme was provided for them. This affects all females at school and is important because participation in activities has important benefits for all aspects of well-being – now and in the future.  Our SMART goal is to increase female students’ participation in activities at lunchtime by running an enjoyable badminton tournament for them. This will run over four weeks.  This will enhance well-being as the participants will have an opportunity to be physically active and develop their badminton skills (speed and agility, racquet skills). This may lead to them wanting to continue the sport or join a club, as it promotes enjoyment of the sport, which has impacts for future well-being. Also, social well-being is promoted, as the participants have the opportunity to mix with and meet new people and develop friendships. They will feel good about being part of the fun competition and will hopefully feel a sense of achievement and high self-worth for joining in.   * developing a workable plan to improve well-being (based on the concept of SMART goals)   For example (one step in the plan only):  By April 10: Book the gym and badminton equipment for Tuesday and Thursday lunchtimes for the next four weeks.  Enabler: The gym is available and the head of sport is willing to let us book it. This means we have the facilities available.  Barrier: If the gym is unavailable or the head of sport is not supportive. This means we will have to find another activity that does not require the specialised equipment and location. Kate and Tina are responsible for this step.   * implementing the plan   For example (one step only):  April 08: Tina and I went to see the head of sport and explained our project to her. She was supportive and offered to help us with the running of the event, which will be a great help. She said the gym was available on Tuesdays and Fridays only – we took those days. There were no barriers, as we were able to achieve what we needed to, and we can move on to the next step in our planning. We are pleased with this outcome, even though we need to change one of the competition days.   * evaluating the effectiveness of the action by reflecting on the implementation of the plan   For example:  We offered the opportunity for girls in the school to be involved in a four-week badminton tournament to be run at lunchtimes. This was to increase their participation in physical activity in a fun and non-threatening environment. We had 30 girls participate in the tournament, which was a good number for us to manage and we met our SMART goal, as we got all of these girls involved in physical activity. Their well-being was enhanced as they had the opportunity to participate in sport and be active, and learn new skills; to interact with others, to feel a sense of accomplishment, and have fun.  What didn’t work so well was that one of the group members was absent a lot and didn’t do the tasks allocated to her. This meant that others in the group had to take over and do her tasks, as well as their own. This created stress in the group and we had to work hard to overcome this barrier – which we did, so this meant we didn’t go off track.  The actions impacted on 30 girls in the school who participated, but also on others who heard about it and/or came to watch the sessions and asked if we would be doing this again. This told us that more girls could be interested and it would be a useful activity to continue with in the future or expand out to other physical activities. We were well supported by a number of teachers in the school and feel that we made a positive impact on well-being.  The examples above are indicative samples only. | The student takes in-depth action to enhance an aspect of people’s well-being within the school or wider community by:   * identifying an issue that affects the well-being of young people within the school or wider community   For example:  The issue is that teenage girls in the school are not provided with opportunities to be active at lunchtime in a way that makes them feel comfortable – this was found out by surveying students about their participation in lunchtime activities. 75% of the girls surveyed said they would participate in activities if a programme was provided for them. This affects all females at school and is important because participation in activities has important benefits for all aspects of well-being – now and in the future.  Our SMART goal is to increase female students’ participation in activities at lunchtime by running an enjoyable badminton tournament for them. This will run over four weeks.  This will enhance well-being as the participants will have an opportunity to be physically active and develop their badminton skills (speed and agility, racquet skills). This may lead to them wanting to continue the sport or join a club, as it promotes enjoyment of the sport, which has impacts for future well-being. Also, social well-being is promoted, as the participants have the opportunity to mix with and meet new people and develop friendships. They will feel good about being part of the fun competition and will hopefully feel a sense of achievement and high self-worth for joining in.   * developing a detailed plan (based on the concept of SMART goals) linked to the issue   For example (one step in the plan only):  By April 10: Book the gym and badminton equipment (nets, racquets, and shuttlecocks) for Tuesday and Thursday lunchtimes for the next four weeks. This is a critical step in our plan, as badminton requires specialised equipment and a gym (cannot play badminton outdoors due to wind). Badminton is an important aspect to our plan, as it was seen as being a female-friendly activity. Enabler: The gym has a booking system set up for student use and our teacher has said he will talk to the head of sport and explain that we are booking the gym to ensure we have a guaranteed time in which to engage female students in sports participation. This means we have the facilities available as well as the required equipment to be able to carry out our competition and we can move onto the next step in our plan. Barrier: If the gym is unavailable or the head of sport is not supportive. This means we will have to find another activity that does not require the specialised equipment and location. This will require a major change from our plan and will be a setback for our health promotion. Kate and Tina are responsible for this step.   * implementing the plan   For example (one step only):  April 08: Tina and I went to see the head of sport and explained our project to her. She was supportive and offered to help us with the running of the event, which will be a great help. She said the gym was available on Tuesdays and Fridays only – we took those days. There were no barriers, as we were able to achieve what we needed to, and we can move on to the next step in our planning. We are pleased with this outcome, even though we need to change one of the competition days.   * evaluating the effect of the implementation of the plan on well-being, using evidence   For example:  We offered the opportunity for girls in the school to be involved in a four-week badminton tournament to be run at lunchtimes. This was to increase their participation in physical activity in a fun and non-threatening environment. We had 30 girls participate in the tournament, which was a good number for us to manage. This was a comment made to us by the head of sport and also by a number of girls who were involved, who said there were “not too many” people involved, or “just the right amount”. We met our SMART goal, as we got all of these girls involved in physical activity, in a safe and fun environment. Some comments from participants: “Thank you; this was a lot of fun – when can we do the next one?” … “I enjoyed this sport; it was fun and easy to learn”.  Their well-being was enhanced as they had the opportunity to participate in sport and be active, and learn new skills; to interact with others, to feel a sense of accomplishment, and have fun.  What didn’t work so well was that one of the group members was absent a lot and didn’t do the tasks allocated to her. This meant that others in the group had to take over and do her tasks, as well as their own. For example, she was supposed to design the promotional material and messages for the daily notices, but she was away when this was meant to happen, so Tina and I took over that step, which created extra work while we were trying to fulfil our set tasks. This created stress in the group and we had to work hard to overcome this barrier – which we did, so this meant we didn’t go off track.  The actions impacted on 30 girls in the school who participated, but also on others who heard about it and/or came to watch the sessions and asked if we would be doing this again. This told us that more girls could be interested and it would be a useful activity to continue with in the future or expand out to other physical activities. We were well supported by a number of teachers in the school and feel that we made a positive impact on well-being. The head of sport said that “this was a well planned and run tournament and it was great to see girls participating in badminton across the four weeks – well done!”  The examples above are indicative samples only. | The student takes comprehensive action to enhance an aspect of people’s well-being within the school or wider community by:   * identifying an issue that affects the well-being of young people within the school or wider community   For example:  The issue is that teenage girls in the school are not provided with opportunities to be active at lunchtime in a way that makes them feel comfortable – this was found out by surveying students about their participation in lunchtime activities. 75% of the girls surveyed said they would participate in activities if a programme was provided for them. This affects all females at school and is important because participation in activities has important benefits for all aspects of well-being – now and in the future.  Our SMART goal is to increase female students’ participation in activities at lunchtime by running an enjoyable badminton tournament for them. This will run over four weeks.  This will enhance well-being as the participants will have an opportunity to be physically active and develop their badminton skills (speed and agility, racquet skills). This may lead to them wanting to continue the sport or join a club, as it promotes enjoyment of the sport, which has impacts for future well-being. Also, social well-being is promoted, as the participants have the opportunity to mix with and meet new people and develop friendships. They will feel good about being part of the fun competition and will hopefully feel a sense of achievement and high self-worth for joining in.   * developing a plan (based on the concept of SMART goals) that includes actions that are critical for addressing the issue and explanations of these   For example:  The student will include the more critical actions across the whole plan such as:   * ensuring all bookings are made * seeking teacher support, guidance and supervision * keeping track of the girls who are involved and organising the draw for each session * collecting ongoing feedback from the participants.   One step in the plan only: By April 10: Book the gym and badminton equipment (nets, racquets, and shuttlecocks) for Tuesday and Thursday lunchtimes for the next four weeks. This is a critical step in our plan, as badminton requires specialised equipment and a gym (cannot play badminton outdoors). Badminton is an important aspect to our plan, as it was seen as being a female-friendly activity. Enabler: The gym has a booking system set up for student use and our teacher has said he will talk to the head of sport and explain that we are booking the gym to ensure we have a guaranteed time in which to engage female students in sports participation. This means we know ahead of time that we have the facilities available as well as the required equipment to be able to carry out our competition and we can move onto the next step in our plan. Barrier: If the gym is unavailable or the head of sport is not supportive. This means we will have to find another activity that does not require the specialised equipment and location. This will require a major change from our plan and will be a setback for our health promotion. Kate and Tina are responsible for this step.   * implementing the plan   For example (one step only):  April 08: Tina and I went to see the head of sport and explained our project to her. She was supportive, said our teacher had already spoken to her and offered to help us with the running of the event, which will be a great help. She said the gym was available on Tuesdays and Fridays only – we took those days. There were no barriers, as we were able to achieve what we needed to, and we can move on to the next step in our planning. We are pleased with this outcome, even though we need to change one of the competition days.   * critically evaluating the outcomes for individual and community well-being. Critical evaluation of the outcomes will be shown   For example, through a relevant combination of:   * use of evidence to show that the actions have resulted in a positive impact on people’s well-being as planned * reasons based on evidence for the failure of actions to achieve the overall goal * alternative or additional actions required to meet the overall goal and reasons for these * whether the actions impacted on all or only some people and reasons for this * next steps for sustainability of the impacts on well-being achieved by the actions.   We offered the opportunity for girls in the school to be involved in a four-week badminton tournament to be run at lunchtimes. This was to increase their participation in physical activity in a fun and non-threatening environment. We had 30 girls participate in the tournament, which was a good number for us to manage. This was a comment made to us by the head of sport and also by a number of girls who were involved, who said there were “not too many” people involved, or “just the right amount”. We met our SMART goal, as we got all of these girls involved in physical activity, in a safe and fun environment. Some comments from participants:  “Thank you; this was a lot of fun – when can we do the next one?”… “I enjoyed this sport; it was fun and easy to learn”.  Their well-being was enhanced as they had the opportunity to participate in sport and be active, and learn new skills; to interact with others, to feel a sense of accomplishment, and have fun.  The majority of participants rated the tournament as being fun and enjoyable, and all participants said that they enjoyed the opportunity to meet new people and participate in sport in a comfortable environment. One girl said “it was great not to have boys involved, because I felt comfortable about not being very good, and so I was happy to just have fun and not worry about what anyone else thought”.  What didn’t work so well was that one of the group members was absent a lot and didn’t do the tasks allocated to her. This meant that others in the group had to take over and do her tasks, as well as their own. For example, she was supposed to design the promotional material and messages for the daily notices, but she was away when this was meant to happen, so Tina and I took over that step, which created extra work while we were trying to fulfil our set tasks. This created stress in the group and we had to work hard to overcome this barrier – which we did, so this meant we didn’t go off track.  The actions impacted on 30 girls in the school who participated, but also on others who heard about it and/or came to watch the sessions and asked if we would be doing this again. This told us that more girls could be interested and it would be a useful activity to continue with in the future or expand out to other physical activities. This would mean that we could enhance the well-being of more people in the school. We were well supported by a number of teachers in the school and feel that we made a positive impact on well-being. The head of sport said that “this was a well-planned and run tournament and it was great to see girls participating in badminton across the four weeks – well done!” We recommend, given the success and the interest for more, that another group who were to do this project could repeat the badminton tournament, but also expand it to other sports and across a longer period of time. There was definitely enough interest to have a weekly (or twice weekly) session running across the entire term. This would need to be well organised, but our action showed that this is possible and does have the support of the head of sport.  The examples above are indicative samples only. |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.